



A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF WOMEN BASKETBALL AND HANDBALL PLAYERS

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ABSTRACT

The purpose of the present research was a comparison of emotional intelligence in women Basketball and Handball players. For that matter, 126 players consisting of 56 women Basketball players and 70 women Handball players filled out a questionnaire which was developed by this consists of 15 subscales for an overall assessment of emotional intelligence. The results of statistical analysis showed that the subscales of emotional intelligence and empathy were significantly higher in basketball players in comparison to handball players there was no significant difference for emotional self-awareness. Considering the above findings, we can say that emotional intelligence is higher basketball player's than non-in handball player since they must constantly control and manage their emotions under different conditions of training and competition. Since emotional intelligence can be learned, it seems that participation in sports activities can be considered as a factor for developing this feature.

KEYWORDS: Emotional intelligence, Self-awareness, Empathy, Self-motivation, Emotional imbalances.

1. INTRODUCTION:

Emotional intelligence is an essential element of human behavior that acts independently and differently from cognitive intelligence. Emotional intelligence has its roots in Gardner's inter personal and intrapersonal intelligence. The concept of emotional intelligence has provided a new vision into human intelligence and it signifies the emotional, personal, and social dimensions of intelligence which are often more important for daily activities and interactive competitions than the conventional, cognitive dimensions of intelligence. Emotional intelligence is connected to one's understanding of themselves and others, their relationship with others, and adaptation to their surrounding environment and these are necessary factors for coping with social and individual demands.

Although a person's feelings cannot be predicted directly by others but they can be inferred from his or her explicit behaviour and verbal report of his reflection, as no one can doubt the reality of emotions as conscious experience. To produce emotion, a stimulus situation must be related to past experience and seen as having implications in nature. Emotional intelligence can be seen easily among most of the players in different team sports. For example, in basketball a pass given by players at hindering time when the player is not in a position to receive the ball before the last minute if not being converted as a goal by his teammate then emotional imbalance can be seen. The same way we can see this type of emotional imbalances in other team games like volleyball, football, handball, to name a few. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person, and to the right degree is difficult. The management of emotions contributes a lot to the performance of the players and the whole team.

Emotional intelligence makes prediction of success practicable, for it shows how one immediately employs their knowledge in a certain situation. Nowadays, by resorting to the theory of emotional and social intelligence, researchers are aiming to determine and predict success in achieving a high level of athletic and academic skills. It is said that success and skill acquisition depends on several types of intelligence and emotional control. And many other researchers are of the opinion that emotional intelligence can play a considerably more important role than general intelligence in helping the individual achieve success in various educational, occupational, social, and athletic domains. It is thus necessary to pay more attention to emotional skills. In classical theories also emotion is considered as the factor that contributes most to disturbances in adaptive behaviour and that is the reason why more emphasis is placed on it. To observe emotional intelligence levels of undergraduate male and female college students have made an attempt and the results ensure the presence of higher emotional intelligence in the adolescent girl's students in comparison to the boys. A similar study done has also reported in their study that women scored significantly higher in emotional intelligence than men. Lower emotional intelligence in males shows principally the inability to perceive emotions and to use emotion to facilitate thought was associated with negative outcomes including illegal drug and alcohol use, deviant behavior and poor relations with friends.

Today, complete recognition focus in man's psychological studies has been exchanged by emotion and recognition influence and role in his/her physical health and development. Emotional Recognizing emotions, and feeling is a basic and radical for emotional intelligence. Intelligence is conceptualized to incorpo-

rate recognition and emotion or intellectual emotion. Although psychological systems have negatively looked into emotions, the attention given to emotions and feelings can be regarded.

2. MATERIALS AND METHODS:

2.1 Research Method Used:

The descriptive survey method of investigation was employed in the present study.

2.2 Participants:

The participants for the study consisted of 56 women Basketball players and 70 women Handball players who participated in the Karnataka State Olympics which was held in Dharwad and their age ranging from 19-25 years were selected. The researcher adopted Survey and analytical (descriptive) methods of research for the present study.

2.3 Tools Used:

For the present study, the Emotional Intelligence Scale (E.I.S) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used to collect the relevant data for measuring Emotional Intelligence.

2.4 Procedure for Collecting the Data:

For collecting the data, the investigator personally approached each sportsman who participated in Karnataka State Olympic. permission was sought from the head of the organizers and the participants for collecting data. The investigators clearly told the students that this data collection will be used only for the purpose of research work so that they can answer honestly. Instructions were read out to the students and the Emotional Intelligence Scale was given to the students. The investigator cleared all the queries and doubts of the students. All the response sheets were thoroughly checked for no item would be left out. The whole tool was completed in one sitting with no interval in between. After administering the tool, the response sheets were scored according to the directions given in the manual.

2.5 Statistical Techniques Used:

To have a clear and meaningful picture for the interpretation of the data and testing the hypotheses, the data was subjected to the following techniques:

Numerical determinant of normality like Mean, Median, Mode, and Standard Deviation were used to ascertain the nature and distribution of scores on the variable of emotional intelligence. Test of Significance ('t' test) was applied to know whether the difference between the means of women's Basketball and Handball players was significant or not at any particular level of significance.

3. INTERPRETATION AND DISCUSSION:

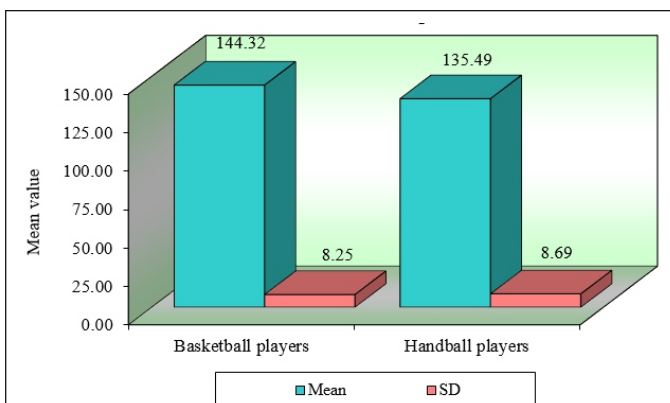
To investigate the significant difference between the means if any of the emotional intelligence of women Basketball and Handball players was assessed in terms of their scores in the test and t-test was employed.

Table 3.1: Results of t-test between women basketball and handball players with respect to their emotional intelligence scores

| Players | n | Mean | SD | SE | t-value | P-value |
|--------------------|----|--------|------|------|---------|---------|
| Basketball players | 56 | 144.32 | 8.25 | 1.10 | 5.8004 | 0.0001* |
| Handball players | 70 | 135.49 | 8.69 | 1.04 | | |

* $p < 0.05$

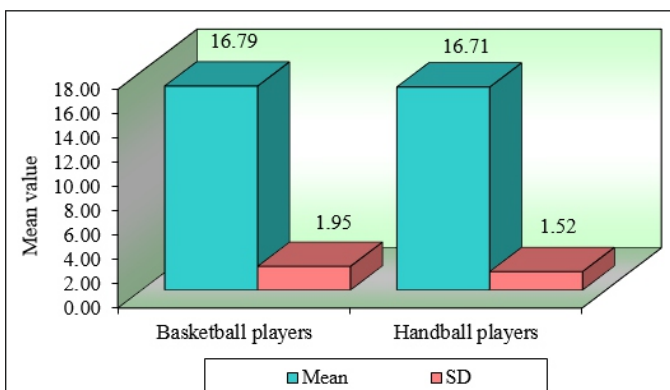
From the results of the above table 3.1, it can be seen that a significant difference is observed between women basketball and handball players with respect to emotional intelligence scores ($t=5.8004$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the basketball players have significantly higher emotional intelligence scores as compared to handball players. The mean and SD scores of emotional intelligence are also presented in the following figure 3.1.

**Figure 3.1: Comparison between basketball and handball players with respect to emotional intelligence scores****Table 3.2: Results of t-test between women basketball and handball players with respect to the component of self-awareness scores of emotional intelligence**

| Players | n | Mean | SD | SE | t-value | P-value |
|--------------------|----|-------|------|------|---------|---------|
| Basketball players | 56 | 16.79 | 1.95 | 0.26 | 0.2307 | 0.8179 |
| Handball players | 70 | 16.71 | 1.52 | 0.18 | | |

* $p < 0.05$

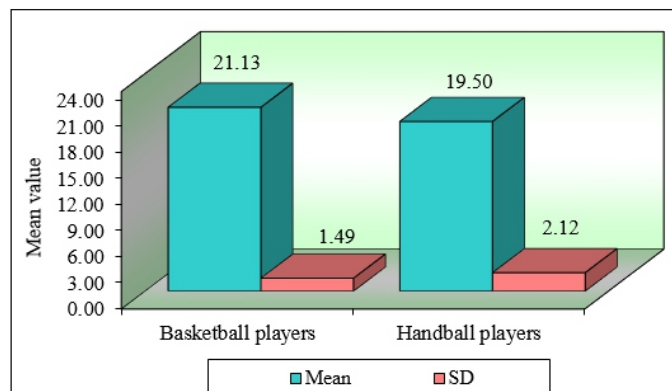
From the results of table 3.2, it can be seen that a non-significant difference is observed between women basketball players and handball players with respect to their self-awareness emotional intelligence scores ($t=0.2307$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that the basketball players and handball players have similar self-awareness scores. The mean and SD scores of self-awareness is also presented in the following figure 3.2.

**Figure 3.2: Comparison between basketball and handball players with respect to component of self awareness emotional intelligence****Table 3.3: Results of t-test between women basketball and handball players with respect to the component of empathy scores in emotional intelligence**

| Players | n | Mean | SD | SE | t-value | P-value |
|--------------------|----|-------|------|------|---------|---------|
| Basketball players | 56 | 21.13 | 1.49 | 0.20 | 4.8469 | 0.0001* |
| Handball players | 70 | 19.50 | 2.12 | 0.25 | | |

* $p < 0.05$

From the results of the above table 3.3, it can be seen that a significant difference is observed between women basketball players and handball players with respect to their emotional intelligence i.e. empathy scores ($t=4.8469$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the basketball players have significantly higher empathy scores as compared to handball players. The mean and SD scores of empathy are also presented in the following figure 3.3.

**Figure 3.3: Comparison between basketball and handball players with respect to component of empathy emotional intelligence**

4. DISCUSSION:

Emotions are an important part of one's personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute importantly to the psychological well-being of an individual. An emotionally sound individual automatically avoids a host of other problems related directly or indirectly to the individual's pattern of emotional responses. A significant difference was observed between basketball and handball players with respect to emotional intelligence scores as shown in the results, Expression of emotions as shouting after a goal, maximum shooting power, and physical struggles or aggression in handball may have similar effects on emotional self-awareness as in handball there is a goalkeeper who is protecting goals being scored whereas in basketball there are opponents to defend but there is no one at goal who would prevent from scouring giving a lesser stress. The nature of space in the two fields also play a role in emotional level where the size of the field in basketball is smaller than of handball, therefore, there is more movement in handball compared to basketball.

Self-awareness is the capacity for self-analysis and the ability to recognize oneself as an individual separate from the environment and other individuals it is how an individual consciously knows and understands their own character, feelings, motives, and desires. There are two broad categories of self-awareness: internal self-awareness and external self-awareness. emotional self-awareness It's the ability to recognize and understand our own emotions. People with this skill can identify small differences in their emotions and are aware of how their emotions impact their behavior, performance, and decisions. (Hugo, 2019). In the present study, handball and basketball players did not show any significant difference in emotional self-awareness. Possibly, the physical nature of handball on one hand and Fewer number of goals on the other provides handball players with more opportunities for expression of emotions as compared to the conservative nature of basketball and more goals scored in a single match. Due to less expression of emotions, basketball players have less awareness of immediate emotions and more flexibility in comparison with handball players. Research studies have shown that the act of expressing emotional experiences as talking and writing contributes to the physical and mental well-being of an individual.

There is no doubt that competitive sport is an emotional event where not only the emotions of the individual but the team the coach supports all matters to the players who are in the field. First, players are continuously faced with various types of stressors and emotional challenges inside and outside competition, linked to their athletic performance. Empathy is the ability to communicate and lead by understanding others' thoughts, views, and feelings. The results showed that women's basketball and handball players with respect to the component of empathy scores in emotional intelligence was significant. Players have to be aware of the feelings of other members as teammates, coaching staff, opponents, officials, family, fans and sports administrators. They have to communicate and work together to reach their best performance. They must learn to recognize their own emotions for superlative performance and control their level of energy in order to achieve optimal performance.

5. CONCLUSION:

It is important for team managers and coaches to convey to their players the importance of Emotional Intelligence by being emotionally expressive towards themselves. Players should be allowed to handle their emotions with their friends, family, and others independently. Group activities and teamwork which help players to develop control over their emotions and handle relationships should be encouraged. Games provide experiences that provoke participants to

understand how their own levels of emotional intelligence influence their everyday actions, reactions and interactions and thus their success. Therefore, the players at all levels should be trained in such a way that they do not allow their emotions to become tense. Where they may be prompt to hurt other's feelings and themselves too.

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